

Research and Practice of Interactive Teaching Model in College English Classroom

Mingyan Xiao

Xi'an Fanyi University, Xi'an, Shaanxi, China.

How to cite this paper: Mingyan Xiao. (2024). Research and Practice of Interactive Teaching Model in College English Classroom. *The Educational Review, USA*, 8(4), 556-560.
DOI: 10.26855/er.2024.04.011

Received: March 26, 2024

Accepted: April 24, 2024

Published: May 20, 2024

Corresponding author: Mingyan Xiao, Xi'an Fanyi University, Xi'an, Shaanxi, China.

Abstract

This paper aims to explore the research and practice of interactive teaching methods in college English classrooms. With the rapid development of information technology and the evolution of educational concepts, the traditional teaching model is no longer able to meet the requirements of modern college English instruction. As a new teaching method, interactive teaching modes have gained widespread attention. With the acceleration of globalization and the rapid development of information technology, college English teaching is facing new challenges and opportunities. The traditional teaching mode, on the one hand, and students' negative reception have gradually failed to meet the demands of personalized learning and enhancing students' overall English application skills. This paper first reviews the relevant theoretical basis and research status of the interactive teaching model in college English classrooms through a literature review. Secondly, through a comparative analysis of the advantages and disadvantages of traditional teaching methods and interactive teaching methods, the author elaborates on the significant benefits of interactive teaching in enhancing students' learning motivation, fostering critical thinking skills, and improving language expression abilities.

Keywords

College English, interactive teaching, teaching mode, learning motivation, thinking ability, language expression

It is of great theoretical and practical significance to explore a new interactive teaching model suitable for college English teaching. Interactive teaching mode, as a kind of teaching method to activate students' thinking, promote students' participation, and improve learning effect, has been widely concerned.

1. Overview of interactive teaching mode in college English classroom

1.1 Analysis of interactive teaching concepts

Interactive teaching is a teaching method that emphasizes positive interaction and communication between teachers and students, as well as cooperation and interaction between students. It is different from the traditional one-way teaching method, but the interaction between teachers and students promotes students' participation and learning effect. The core concept of interactive teaching is to stimulate students' thinking and develop their creativity and critical thinking skills to better adapt to the needs of today's rapidly changing society and knowledge-based economy.

Teachers are no longer the only knowledge imparted but play the role of guides and facilitators. They advocate the

establishment of an equal and respectful relationship with students, actively interact with students through questions and answers, discussions, demonstrations, and other ways, and guide students to actively think and explore problems. Through group discussions, team projects, and other forms, students work together to solve problems, share knowledge and experience, and develop teamwork and communication skills. This kind of cooperation and interaction can promote communication between students and improve students' learning efficiency and results. Students are no longer passively imbued with knowledge but are encouraged to actively participate in class activities, ask questions, express opinions, and share experiences, thus stimulating their learning interest and motivation and cultivating their independent learning ability. Teachers can use discussion, case analysis, role play, experiment and other teaching methods to flexibly choose appropriate teaching methods according to different learning contents and students' needs, so as to improve the pertinence and effectiveness of teaching.

1.2 Connotation and characteristics of interactive teaching mode in college English classroom

Interactive teaching mode focuses on stimulating students' learning interest and initiative, so that students become the main body of learning. Through discussion, cooperation, and other ways to stimulate students' active thinking, the enthusiasm for learning is improved. Teachers are no longer the role of one-way knowledge transfer, but two-way communication and exchange with students. Teachers guide students to think, answer questions, and promote the development of students' thinking. Interaction among students contributes to knowledge sharing and exchange. In group discussions, role play, and other activities, students inspire and communicate with each other, forming a good learning atmosphere. The interactive teaching mode makes the class lively and interesting. Students participate in discussions, presentations, case studies, and other activities, so that the classroom is no longer a monotonous listening environment, but a space full of interaction and exploration.

The interactive teaching model combines theory with practice so that students can put what they learn in the classroom to practical use. Through practical case analysis, problem-solving, and other activities, to cultivate students' application ability and problem-solving ability. According to students' learning characteristics and needs, teachers can adopt different teaching methods and strategies to achieve personalized teaching. This helps to meet the learning needs of different students and improve the teaching effect.

2. Theoretical basis of interactive teaching mode in college English classroom

2.1 Social constructivism theory

Social constructivism is an important social science theory, which emphasizes the construction process of social reality and the importance of human interaction. This theory holds that social reality does not exist objectively, but is the result of the collective construction and meaning given by the members of society. People communicate and understand each other through language and symbols, thereby creating the meaning of social reality. For example, the meaning of a word is not fixed but is constantly evolving and reshaping over time and in changing social contexts.

Individual behavior is not only affected by internal factors but also by social environment and social interaction. People construct self and social reality through social interaction and common practice. For example, a person's identity and social role are formed through interactions and shared experiences with others. Power relations are closely related to knowledge production, and the construction of social reality is influenced by the power structure and knowledge systems. Therefore, social constructivists are concerned with power relations, power struggles, and discourse in the process of knowledge production. The construction of social reality is historical and changeable, and social change and change are realized through people's reinterpretation and reconstruction of social reality. Thus, social constructivists emphasize critical thinking about social change and about power and knowledge in the process of social change.

2.2 Communicative teaching theory

Communicative teaching theory refers to a teaching method or philosophy that emphasizes that language learning should be carried out through actual communicative activities, not just through traditional grammar rules and vocabulary memorization. The basic concept of this theory is that language is learned and used for communicative purposes, rather than simply learning grammatical rules or vocabulary. Communicative teaching theory emphasizes that learners need to be in a real language environment and learn language by interacting with others. This can be done by simulating real situations or engaging in real communication activities. Language learning should focus on developing learners' communicative competence, including oral communication, listening comprehension, reading comprehension, and written expression. Learners need to learn how to use language for specific communicative purposes, not just to master vocabulary and

grammar. Communicative teaching theory advocates that teachers teach learners communicative strategies to help them overcome language barriers and communicate effectively. This includes improving learners' communicative skills, such as asking for help, clarifying meaning, and using nonverbal gestures.

Communicative teaching theory encourages cooperative learning among learners and promotes progress in language learning by completing tasks or exchanging ideas with peers. Cooperative learning can provide more opportunities for language input and output, and deepen learners' understanding and mastery of language. Learners are more likely to learn in a positive, supportive language environment.

2.3 Cognitive psychology theory

Cognitive psychology is the study of human mental processes such as thinking, learning, memory, and problem-solving. In cognitive psychology, many important theories have been proposed, and some of the most representative theories include the information processing model, which holds that humans think and act just like computers by receiving, storing, processing, and extracting information (Zhiqiang Li, 2024). This model emphasizes the importance of information processing in cognitive activities such as perception, attention, memory, and problem-solving.

Psychological constructivism emphasizes the individual's active construction and interpretation of external information. According to this theory, people do not merely accept information from the outside world, but construct their understanding of the world according to their own experience, culture, and cognitive structure. Behaviorism theorizes that learning and behavior are formed in response to external stimuli. For example, through positive and negative feedback, individuals can learn specific patterns of behavior, and these patterns of behavior can be strengthened or weakened through training and shaping. The theory of cognitive development was mainly put forward by Piaget, who believed that human cognitive ability has different characteristics and development laws in different stages. According to Piaget's theory, children's cognitive development has undergone a phased transition from the sensorimotor stage to the ability to form abstract concepts and logical reasoning.

3. Case study of interactive teaching mode in college English classroom

3.1 Case 1: Group discussion and cooperative learning

Group discussion and cooperative learning are common practices in the interactive teaching of college English classes. This approach enables students to learn, discuss, and solve problems together in teams, thereby enhancing their language expression, logical thinking, and teamwork skills. The following is an analysis of a real case. In an English writing class at a college, the teacher divided students into small groups of three or four. At the beginning of the class, the teacher handed out an English article to each group and asked the students to read, discuss, and summarize the main content and ideas of the article together in the group. Each group then sends a representative to report back to the class on the results of their group's discussions. Next, the teacher guides the class to discuss each group's report by asking questions, prompting the students to carry out in-depth thinking and communication.

In the process of group discussion, students actively participate, express their opinions, exchange, and discuss with each other. Some students help other group members to better understand the content of the article by sharing their own understanding and opinions; Other students raised questions from different perspectives, which contributed to the in-depth and comprehensive group discussion. Through communication and cooperation inside and outside the group, students not only improve their understanding of English texts, but also exercise their teamwork and communication skills. In the reporting session, each group representative can clearly express their group's discussion results and accurately summarize the main content and core ideas of the paper. At the same time, the whole class can also discuss the content of each group's report, and put forward their own opinions and questions, forming an interactive and in-depth learning atmosphere. Through such group discussions and cooperative learning, students not only improve their language expression, reading comprehension and thinking skills, but also cultivate teamwork and collaboration.

3.2 Case 2: Role-playing and simulation scenarios

Role-playing and scenario simulation is a common interactive teaching mode in college English teaching. In this way, teachers can create a simulated language environment and let students play different roles and participate in vivid situations, so as to improve their language application ability and communication ability.

In a college English class, the teacher is teaching oral business English. In order to help students better grasp the English application ability in the business scenario, the teacher designed a teaching activity of role-playing and simulation. The teacher chose a business negotiation scenario, for example, the student played the role of a salesman negotiating with a

customer to sell a product. The teacher divided the students into groups and assigned different roles to each group, such as salesman, customer, translator, etc.

Teachers have prepared relevant dialogues and background information for students to better perform and understand the role play. Students role-play according to the assigned role, simulate the situation of business negotiation, and use the knowledge of business English to communicate. After the activity, teachers and students review the performance of the role-playing process, provide feedback and suggestions, and have a discussion to share each other's feelings and experiences.

3.3 Case 3: Gamification teaching and competition activities

Gamified teaching and competition activities have been widely adopted in the interactive teaching of college English classes, which provides students with an active and pleasant learning environment and stimulates their learning interest and motivation. In order to improve students' classroom participation and learning enthusiasm, teachers decided to introduce gamified teaching and competition activities. (Qian Zhang, 2024). The teacher designed a game called "English Adventure Island" in the class, and the students will have an adventure in English learning on this virtual island.

The teacher divided the class into groups, with each group representing an "expedition" and assigned a virtual "adventure island" map. This map shows various English learning tasks, such as listening practice, speaking, reading comprehension and so on. Each task point has a corresponding English task, and the completion of the task can get the corresponding points and rewards. The teacher designed a series of competitions, such as an oral speech contest, a writing contest, an English knowledge quiz and so on. These competitions can not only exercise students' English application ability but also cultivate students' teamwork spirit and competitive consciousness. Each activity comes with a reward, such as a reward for "treasure" on the adventure island, or additional points and learning resources. In the process of practice, the students actively participate in the gamification teaching and competition activities. They work together in groups to solve various English tasks and demonstrate their English proficiency through competitions. Students' interest in learning has increased significantly, and the classroom atmosphere is more active and pleasant.

4. Factors and countermeasures affecting the implementation of interactive teaching mode in college English classrooms

4.1 Student factors

One of the factors affecting the implementation of interactive teaching mode in college English classrooms is the student factor. As the main body of teaching activities, students' individual differences, learning attitudes, and ability levels will have an impact on classroom interaction. If students lack a positive learning attitude and lack interest and participation in classroom interaction, it is difficult for teachers to effectively guide and promote classroom interaction. Therefore, teachers need to stimulate students' learning interests, enhance their learning motivation, and provide a positive learning atmosphere to mobilize students' learning enthusiasm.

Different students have differences in language ability, way of thinking, learning style, etc. Some students may be more adapted to oral expression, while others may prefer written expression. Therefore, teachers need to adopt diversified teaching methods according to the individual differences of students to meet the learning needs of different students. For students with English as a second language, they may face language barriers that result in them being unwilling or unable to actively engage in interactions in the classroom. Therefore, teachers need to help students overcome language barriers and improve their communication skills through appropriate language support and guidance, so as to promote the occurrence and development of classroom interaction. If students lack the ability to learn independently and respond positively to teachers' guidance and requirements, it is difficult for classroom interaction to achieve good results.

4.2 Teacher factors

Teachers' teaching ideas and attitudes are crucial to the implementation of interactive teaching modes. If teachers recognize the value of interactive teaching and actively support and promote interactive teaching, then the interactive atmosphere of the classroom will be more intense. Teachers need to fully prepare and design the teaching content, teaching methods and teaching resources required for interactive teaching. Well-designed teaching activities and tasks can effectively stimulate students' learning interest and enthusiasm, and promote classroom interaction. Teachers need to have rich teaching skills and methods, and be able to flexibly use various teaching strategies and means to effectively guide and promote the interaction of students. This includes skills such as questioning skills, the ability to organize discussions, and the ability to guide group cooperation (Yangxiaoxiao Zhou & Xing Xia, 2024).

Teachers need to have good classroom management skills and be able to effectively organize and manage classroom interactions. Through reasonable time arrangement, order maintenance and effective group management, the classroom interactive activities can be carried out smoothly.

4.3 Teaching resources and environmental factors

Adequate teaching resources include textbooks, teaching equipment, multimedia materials, etc. These resources can provide teachers with rich teaching content and tools, so as to promote the development of classroom interaction. For example, multimedia devices can be used to display images, video, and audio materials, making teaching more vivid and intuitive, and stimulating students' interest in learning. The comfortable teaching environment includes the layout of the classroom, the setting of the seat, the creation of the atmosphere, and so on. A good teaching environment can provide students with a good learning atmosphere and promote student participation and interaction. In addition, the interaction of the teaching environment is also very important, including the interaction between students, between students and teachers. Through active interaction, students can better understand and digest knowledge and improve learning results.

5. Conclusion

In conclusion, the research and practice of interactive teaching models in university English classrooms have shown significant benefits for both students and educators. Through various interactive activities such as group discussions, debates, role-plays, and collaborative projects, students are actively engaged in the learning process, which enhances their language skills, critical thinking abilities, and teamwork.

Interactive teaching fosters a dynamic learning environment where students are encouraged to actively participate and take ownership of their learning.

In conclusion, the research and practice of interactive teaching models have demonstrated their effectiveness in promoting student learning and engagement in university English classrooms. Moving forward, continued research and innovation in interactive teaching methods will further enhance the quality of English education and contribute to the overall development of students' language proficiency and critical thinking abilities.

References

- Alrashidi, O. (2022). Assessing language learning strategies employed by university English major students in Saudi Arabia. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2074935>.
- Qian Zhang. (2024). The construction of online interactive teaching mode of cross-border e-commerce English in colleges and universities under the background of internet. *Applied Mathematics and Nonlinear Sciences*, (1).
- Yangxiaoxiao Zhou & Xing Xia. (2024). Application of AI interaction design in the teaching model of landscape topics course. *Applied Mathematics and Nonlinear Sciences*, (1).
- Yip, J. W. C., Huang, J., & Teng, M. F. (2022). Identity and emotion of university English teachers during curriculum reform in China. *Language, Culture and Curriculum*, 35(4), 421-439. <https://doi.org/10.1080/07908318.2021.2024843>.
- Zhiqiang Li. (2024). A study on multiple interactive teaching models of English in universities under information technology environment. *Applied Mathematics and Nonlinear Sciences*, (1).